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ECGE6002R

– Sgiliau Bywyd: Cyflogadwyedd a Llwybrau i'r Dyfodol

ECGE6002R

– Skills for Life: Employability and Future Pathways

Sesiwn 1 - Cyflwyniad y modiwl

Session 1 - Introduction to the module.



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Amcan

*Meithirn amrywiaeth o
ymddygiadau a chymwyseddau
sy'n datblygu meddwl
anturiaethus a myddylfryd
cyflogadwyedd a sydd yn gwella
gally myfyrwyr i adfyfyrio yn
feirniadol ar eu anghenion
datblygu eu hunain.*

Aim

To foster a range of behaviours,
attitudes and competencies which
develop enterprising thinking and
an employability mindset and
enhance students' ability to
critically reflect on their own
development needs.



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Deilliannau Dysgu:

- *dadansoddi'n feirniadol egwyddorion cyflogadwyedd a sgiliau anturiaethus mewn perthynas â llwybrau gyrfa perthnasol;*
- *adfyfyrio'n feirniadol ar bwysigrwydd dysgu parhaus a meddwl am y dyfodol ar gyfer eu datblygiad personol a chyflogadwyedd;*

Learning Outcomes:

- Critically analyse the principles of employability and enterprising skills in relation to relevant career pathways;
- Critically reflect on the importance of continual learning and future thinking for own personal development and employability;



Deilliannau Dysgu:

- *dangos sgiliau ysgrifenedig a chyflwyno sy'n tystiolaethu cymwyseddau a nodweddion datblygedig sy'n adlewyrchu amrywiaeth o sgiliau trosglwyddadwy e.e. gwaith tîm, datrys problemau a chyfathrebu;*

Learning Outcomes:

- Exhibit written and presentation skills that evidence advanced competencies and characteristics that reflect a range of transferable skills e.g. teamwork, problem solving and communication;



Deilliannau Dysgu:

- *trefnu gwybodaeth a dysgu drwy ddefnydd datblygedig o amrywiaeth o ffynonellau gwybodaeth, gan gynnwys TGCh, a chyflwyno'u gwaith ar y lefel briodol.*

Learning Outcomes:

- Organise knowledge and learning through an advanced use of a range of information sources, including ICT, and present their work at the appropriate level.



Asesiadau | Assessments

Asesiad 1

- *Portffolio a darn adfyfyriol (50%)*
- *Tair elfen a 1000 o eiriau*

Assessment 1

- Portfolio and Reflective Piece (50%).
- Three elements plus 1000 words.



Aseiad Assessment

Aseiad 2

- *Cyfweliad Proffesiynol (50%).*
- *15 munud gan gynnwys cyflwyniad (10 munud) a chyfweliad (5 munud).*

Assessment 2

- Professional Interview (50%).
- 15 minutes to include presentation (10 minutes) and interview (5 minutes).



Week One

Datblygiad personol, adnabod eich anghenion eich hunain

- *Adfyfyrio beirniadol – model adfyfyrio Gibbs;*
- *Esiamplau sgiliau cyflogadwyedd a menter;*
- *Pwysigrwydd creadigedd yn y gweithle a chyflogadwyedd.*

Personal development, identifying own individual needs.

- Critical reflection – Gibbs Reflective Model;
- Employability and enterprise skills examples;
- The importance of creativity in the workplace and employment.



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Week Two

***Ymddygiadau, fenter, hunan
ddisgyblaeth ac hyblygrwydd***

- *Nodweddion o weithle effeithiol;*
- *Ymddygiadau proffesiynol - bod yn broffesiynol yn y gweithle a thu hwnt.*

Behaviours, initiatives, self discipline and flexibility.

- Characteristics of an effective workplace;
- Professional behaviours – being professional in the workplace and beyond.



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Week Two

***Ymddygiadau, fenter, hunan
ddisgyblaeth ac hyblygrwydd***

**Behaviours, initiatives, self discipline
and flexibility.**

- *Gweithgareddau datrys
problemau/ meddwl yn
greadigol;*
- *Codau ymddygiad - materion a
chwestiynau moesegol.*

- Problem solving activities/creative thinking;
- Professional code of conduct – ethical and moral dilemmas.



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Week Two

Arweinyddiaeth a gwaith tîm (sgiliau rhyngpersonol)

- *Gwneud penderfyniadau drwy prosesau cymdeithasol (gweler dogfen Menter ac Addysg QAA);*
- *Mathau o arweinyddiaeth - Arweinyddiaeth yn erbyn rhyngweithio i'r sefyllfa;*
- *Gwaith tîm mewn cyflogadwyedd.*

Leadership and teamwork (interpersonal skills).

- Decision making through social processes (see QAA Enterprise and Education document);
- Types of leadership, Leadership vs situation interaction;
- Teamwork in employment.



Week Two

Arweinyddiaeth a gwaith tîm (sgiliau rhyngbersonol)

- *Gwahaniaethau unigol yn y gweithlu: personoliaeth ac arweinyddiaeth;*
- *Personoliaeth yn y gweithle.*

Leadership and teamwork (interpersonal skills)

- Individual differences in the workplace: personality and leadership;
- Personality in the workplace.



Week Three

Trafod a datrys gwrthdaro

- *Rhesymau am wrthdaro yn y gweithle;*
- *Strategaethau rheoli gwrthdaro;*
- *Technegau datrys gwrthdaro.*

Negotiation and conflict resolution.

- Causes of conflict in the workplace;
- Conflict management strategies;
- Conflict resolution techniques.



Week Three

Trafod a datrys gwrthdaro

- *Y broses o drafod a bargeinio;*
- *Materion trafod: hwyliau a phersonoliaeth.*

Negotiation and conflict resolution

- Process of negotiation and bargaining;
- Negotiation issues: Mood, personality.



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Week Three

Dinasyddiaeth Byd-eang

- *Cyfrifoldeb byd-eang;*
- *Cysyniad dinasyddiaeth byd-eang o fewn bywydau proffesiynol a phersonol;*
- *Stiwardiaeth amgylcheddol yn y gweithle a bywydau proffesiynol ar gyfer y dyfodol;*
- *Dyfodol a chymdeithas cynaliadwyedd.*

Global Citizenship.

- Global responsibility;
- The concept of global citizenship in and personal lives;
- Environmental stewardship in the workplace and future professional lives;
- Sustainable futures and society.



Week Three

Sgiliau hydwythedd personol a rheolaeth straen

Rhan 1 (sesiwn 11):

- *Mathau o straen;*
- *Straeniau mewn ac allanol;*
- *Effaith straen ar iechyd a lles;*
- *Technegau rheoli straen*

Personal resiliency skills and stress management.

Part 1 (session 11):

- Types of stress.
- Internal and external stressors.
- The effect of stress on health and wellbeing.
- Stress management techniques.



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Week Three

Sgiliau hydwythedd personol a rheolaeth straen

Personal resiliency skills and stress management.

- *Hydwythedd a hunan effeithlonrwydd;*
 - *Nodweddion gwydn unigol;*
 - *Meddwl am y dyfodol a hydwythedd: beth sydd yn dylanwadu ar hyn; sut mae methiant yn gallu gwella hydwythedd;*
- Resiliency and self-efficiency;
 - Characteristics of resilient individuals;
 - Future thinking and resiliency: what influences resiliency, how failure can improve resiliency.



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Week Three

Sgiliau hydwythedd personol a rheolaeth straen

- *Trafodaeth beirniadol ar sut mae hydwythedd a hyblygrwydd yn galluogi person i ymdopi gyda newid ac ansicrwydd;*
- *Nodau SMART unigol.*

Personal resiliency skills and stress management.

- Critical discussion on how resiliency and flexibility can enable a person to cope with change and uncertainty;
- SMART personal goals.



Wellbeing



What is 'creativity'?

- Original thoughts?
- Novel solutions?
- Innovation?

In psychology linked to

- Motivation
- Intuition
- Imagination
- Social influence
- Leadership
- Humour
- Meta-cognition



- Mental illness



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Creativity

Creativity:

- “the production of an idea or product that is both novel and useful”
(Sternberg and O’Hara, 2000, p.611)

Clinical approach and creativity

- ‘Mad genius’ hypothesis (Becker, 1978)
- Link between insanity and artistic creativity



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Behavioural approach and creativity

- Identification of the behavioural aspects of new learning processes

e.g. insight – ‘spontaneously synthesized learned associations’
(Chamorro-Premuzic, 2015)

- The effects of experience on insight
- BUT – the idea of an innate level of creativity that can’t be observed is incompatible with this approach



Biological approach and creativity

- Physiological correlates of creative thinking - brain structure and neural processes

e.g. Einstein's brain

- Right hemisphere the 'creative' hemisphere of the brain?

Recent findings indicate that cortical activity in both hemispheres is required for creativity

Rational thinking, analysis and organisation



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Cognitive approach and creativity

- Importance of cognitive process to creativity (e.g. memory and attention)
- Broader, rather than focused attention enables construction of more creative ideas (Wallach, 1970)
- Absence of pressure (Smith, Michael and Heccevar, 1990)
- Negative correlation between previous knowledge (e.g. expertise) and creativity (Hayes, 1978; Fresch and Sternberg, 1989)
- Brainstorming – contradictory findings regarding the usefulness of this to creativity



Developmental approach

- Family characteristics: e.g. birth order, age, family size etc.
e.g. middle children - more rebellious and creative in their thinking
(Sulloway, 1996)
- Gender development: androgynous individuals - more flexible and creative

Educational approach

- Impact of different formal educational contexts on the creativity of individuals
- Convergent thinking (correct answer)
versus...
- Divergent thinking (original idea)



Differential approach

Four major perspectives

- **Person**
 - Personality traits and intellectual ability of individuals who are deemed to be creative
 - Considers creativity in relation to already established ways of measuring people



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- **Process**

- Cognitive mechanisms that may underlie creative thought
- Attempts to identify key aspects of creative thinking in people in general (not 'creative' v. 'non-creative')

e.g. Thrash and Elliott (2003) - inspiration is a motivation state, as well as a trait

- **Product**

- Focus - the products of creativity e.g. paintings, musical composition, books – and also theories, experiments and discoveries (Simonton, 2004)



- **Press**

- Focus - influence of different contexts on creativity, rather than different individuals
- e.g. freedom (linked to absence of pressure), autonomy, good role models and resources encouragement, freedom from criticism (Runco, 2004)
- Time - creativity requires thought and effort (Cruber, 1981; 1988)
- Untidy work environment
- Nurture (Reuter et al, 2006). Genes less than 10%?



Coffee break



Group Task: Wellbeing in the workplace

- Locate and read one journal paper related to an aspect of wellbeing in the workplace
- Positive or negative aspect
e.g. stress, workload, creative freedom, autonomy, roles, relationships, team working, bullying, exclusion, social support, recognition, evaluation...
- Explain this aspect of wellbeing and the workplace – how does this impact people in the workplace?
- What could be done to ameliorate any negative outcomes?



Group Task: Employment satisfaction / success

What can help/support people to achieve employment success?

Cenciotti, R., Alessandri, G., & Borgogni, L. (2017). Psychological capital and career success over time The mediating role of job crafting. *Journal of Leadership & Organizational Studies*, 24(3), 372-384.

Di Fabio, A. (2017). The psychology of sustainability and sustainable development for well-being in organizations. *Frontiers in psychology*, 8, 1534.

Walsh, L. C., Boehm, J. K., & Lyubomirsky, S. (2018). Does happiness promote career success? Revisiting the evidence. *Journal of Career Assessment*, 26(2), 199-219.



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TIME FOR
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ECGE6002R – Skills for Life: Employability and Future Pathways

ECGE6002R – Sgiliau Bywyd: Cyflogadwyedd a Llwybrau'r Dyfodol

Session 2: Personal Development

Sesiwn 2: Datblygiad Personol



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Session Content

Cynnwys y Sesiwn

- Personal Development Planning and CPD
 - Reflective Practice
 - Employability and Enterprise Skills
 - Social Entrepreneurship
 - Creativity in the workplace
 - Personal Development Plan example.
- *Cynllunio Datblygiad Personol a DPP*
 - *Arfer Adfyfyriol*
 - *Sgiliau Cyflogadwyedd a Mentergarwch*
 - *Entrepreneuriaeth Gymdeithasol*
 - *Creadigrwydd yn y gweithle*
 - *Enghraifft o Gynllun Datblygiad Personol*



Personal Development Planning Cynllunio Datblygiad Personol

- Personal Development Planning (PDP) consists of three elements
 - Improving learning
 - Improving Performance
 - Forward Planning to achieve goals (whether academic, personal or professional)
- It is related to the concept of Continuing Professional Development (CPD)
- *Mae Cynllunio Datblygiad Personol (CDP) yn cynnwys tair elfen*
 - *Gwella Dysgu*
 - *Gwella Perfformiad*
 - *Cynllunio Ymlaen Llaw i gyrraedd nodau (boed yn academaidd, personol neu broffesiynol)*
- *Mae'n ymwneud â chysyniad Datblygu Proffesiynol Parhaus (DPP)*

(Cottrell, 2010, t.vii)



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What is Continuing Professional Development?

Beth yw Datblygiad Proffesiynol Parhaus?

- *Mewn grwpiau bach trafodwch yr hyn y mae'n ei olygu i chi.*
- *Rhowch adborth i'ch Tiwtor*
- In small groups discuss what the phrase 'continuing professional development' means to you personally.
- Feedback to your Tutor.



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Continuing Professional Development

Datblygiad Proffesiynol Parhaus

- *Mae gan y Sefydliad Siartredig Personél a Datblygiad (CIPD) Bolisi DPP y dylai gweithwyr proffesiynol Adnoddau Dynol lynu iddo yn y DU*
- The Chartered Institute of Personnel and Development (CIPD) has a CPD policy that should be adhered to by Human Resources professionals in the UK
- *Dyma eu diffiniad o DPP;*
- They have defined CPD as follows;



Continuing Professional Development

Datblygiad Proffesiynol Parhaus

- 'Continuing Professional Development (CPD) is a combination of approaches, ideas and techniques that will help you manage your own learning and growth'.
- 'The focus of CPD is firmly on results – the benefits that professional development can bring you in the real world'.
- 'Perhaps the most important message is that one size doesn't fit all. Wherever you are in your career now and whatever you want to achieve, your CPD should be exactly that: yours'.
- *'Mae Datblygiad Proffesiynol Parhaus (DPP) yn gyfuniad o ymagweddau, syniadau a thechnegau a fydd yn eich helpu i reoli eich dysgu a'ch twf eich hunan'.*
- *'Ffocws cadarn DPP yw canlyniadau – y manteision a all godi yn sgil datblygiad proffesiynol yn y byd go iawn'.*
- *'Efallai mai'r neges bwysicaf yw nad yw un maint yn addas i bawb. Lle bynnag rydych chi yn eich gyrfa nawr a beth bynnag rydych am ei gyflawni, fe ddylai eich DPP fod yn union hynny: yn eiddo i chi'.*

(CIPD, No Date/Dim Dyddiad)



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Group Task: Continuing Professional Development

- Consider a personal experience of continuing professional development
- Describe it to your group and explain
 - The purpose of the CPD
 - The benefits of this (if there were benefits)
 - Ways this could have been improved
- Feedback your thoughts to the class.



Personal Development Planning

Cynllunio Datblygiad Personol

- Cottrell states that the benefits of Personal Development Planning are as follows;
- “When undertaken in supported and structured ways, PDP gives you a much deeper understanding of your performance”.
- “You develop abilities in evaluating [your performance] for yourself”.
- “Instead of being locked into a routine learning cycle, you enter an upwards learning spiral”.
- “PDP puts you in charge”.
- *Dywed Cottrell bod manteision Cynllunio Datblygu Personol fel a ganlyn;*
- *“O ymgymryd ag ef mewn ffyrdd a gefnogir ac sy’n strwythuredig, mae CDP yn rhoi i chi ddealltwriaeth llawer dyfnach o’ch perfformiad”.*
- *“Rydych yn datblygu medrau gwerthuso [eich perfformiad] drosoch chi eich hunan”.*
- *“Yn lle cael eich cloi mewn cylch dysgu arferol, byddwch yn dechrau sbiral dysgu am i fyny”.*
- *“Mae CDP yn rhoi’r rheolaeth i chi”.*

(Cottrell, 2010, p./t.3)



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Worksheet 1: Benefits of PDP/
Taflen waith 1: Manteision CDP

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Reflective Practice

Arfer Adfyfyriol

- As the previous exercise shows the PDP process is about you taking control of your own development.
- As such it involves you taking time to reflect constructively about your skills and experiences...
- *Fel y dengys yr ymarfer blaenorol, mae'r broses CDP yn ymwneud â rheoli eich datblygiad eich hunan.*
- *O ganlyniad, mae'n gofyn i chi dreulio amser yn adfyfyrio'n adeiladol ar eich sgiliau a'ch profiadau*

Mewn grwpiau bach, trafodwch yr hyn a wyddoch yn barod am arfer adfyfyriol.

Rhannwch ganlyniadau eich trafodaeth gyda'ch Tiwtor.



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Reflective Practice

Arfer Adfyfyriol

- Reflective Practice is a key part of many professions related to your fields of study, including;
- Education
- Social Work
- Nursing
- Youth work
- Probation and Youth Justice
- Counselling and Psychotherapy
- Advice, guidance and pastoral work
- *Mae Arfer Adfyfyriol yn rhan allweddol o lawer o broffesiynol sy'n gysylltiedig â'ch meysydd astudio, gan gynnwys;*
- *Addysg*
- *Gwaith Cymdeithasol*
- *Nyrsio*
- *Gwaith Ieuenctid*
- *Prawf a Chyfiawnder Ieuenctid*
- *Cwnsela a Seicotherapi*
- *Cyngor, arweiniad a gwaith bugeiliol*

(Thompson & Thompson, 2018, p./t.xi)



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Group Task: Reflective Practice

- Discuss in small groups what you already know about reflective practice.
Share the results of your discussion with your Tutor.
- Provide an example of a situation that you have needed to reflect upon
in your working / educational environment



Reflective Practice

Arfer Adfyfyriol

- Adopting a reflective approach gives the practitioner;
- A greater sense of control making us less prone to stress
- A higher level of confidence based on the fact that we are able to practice at a more advanced level
- More job satisfaction and thus a higher level of motivation and morale
- A spur to learning and thus a solid foundation for continuous professional development
- *Mae Thompson a Thompson yn mynd ymlaen i ddweud bod mabwysiadu ymagwedd adfyfyriol yn rhoi i'r ymarferydd;*
- *Gwell ymdeimlad o reolaeth sy'n ein gwneud yn llai tueddol o ddioddef straen*
- *Gwell hyder yn seiliedig ar y ffaith ein bod yn gallu arfer ar lefel uwch*
- *Gwell foddhad â swydd ac felly lefel uwch o gymhelliant a morâl*
- *Sbardun at ddysgu ac felly sylfaen cadarn ar gyfer datblygiad proffesiynol parhaus*

(Thompson & Thompson, 2018, p./t.143)



Reflective Practice Models

Modelau Arfer Adfyfyriol

- There are any number of reflective models that have been created to help to structure the reflective process
- Each of these has a slightly different focus based on the intended purpose of the model
- One model of reflection that is often used in the professions that we have mentioned previous was developed by the social psychologist Graham Gibbs
- *Mae nifer o fodelau adfyfyriol wedi'u creu i helpu strwythuro'r broses adfyfyriol*
- *Mae gan bob un o'r rhain ffocws ychydig yn wahanol yn seiliedig ar ddiben bwriedig y model*
- *Cafodd un model o adfyfyrio a ddefnyddir yn aml yn y galwedigaethau y soniwyd amdanynt eisoes ei ddatblygu gan y seicolegydd cymdeithasol, Graham Gibbs*

(Handout 1: Gibbs' Reflective Model/Taflen 1: Model Adfyfyriol Gibb)



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Theorising Practice

Damcaniaethu Arfer

- Reflection needs to be supported by theory otherwise it can be inconclusive or even counter productive.
- Thompson & Thompson argue that this allows us to look at our practice by 'drawing on knowledge'
- This knowledge might be knowledge that we already have or knowledge that we need to seek out in order to improve our practice
- *Mae angen cefnogi adfyfyrrio gyda theori neu fel arall fe all fod yn amhendant neu hyd yn oed yn wrthgynhyrchiol.*
- *Mae Thompson & Thompson yn dadlau bod hyn yn ein caniatáu i edrych ar ein harfer trwy 'dynnu ar wybodaeth'*
- *Gall yr wybodaeth hon fod yn wybodaeth sydd gennym yn barod neu'n wybodaeth y mae angen chwilio amdani er mwyn gwella ein harfer*

(Thompson & Thompson, 2018, p./t.17)



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Theorising Practice

Damcaniaethu Arfer

- This use of theory and research in the reflective process means that we develop our professional knowledge base
- As we develop our knowledge base this means that we can undertake reflection in different ways
- Donald Schön has identified three main ways of reflecting, namely;
- *O ganlyniad i'r defnydd hwn o theori ac ymchwil gallwn ddatblygu ein sail wybodaeth broffesiynol*
- *Wrth i ni ddatblygu ein sail wybodaeth gallwn ymgymryd ag adfyfyrio mewn gwahanol ffyrdd*
- *Mae Donald Schön wedi adnabod tair prif ffordd o adfyfyrio, sef;*



Donald Schön

- Reflection-**for**-action – this is using what we have already learnt to plan for future practice
- Reflection-**in**-action – this is using our professional knowledge and understanding while engaged in practice (N.B. this is the most difficult practice to develop)
- Reflection-**on**-action – looking back objectively in order to learn from a situation and prepare us for future situations
- *Adfyfyrio ar gyfer gwaith – sef defnyddio'r hyn rydym wedi'i ddysgu yn barod i gynllunio am arfer y dyfodol*
- *Adfyfyrio wrth waith – sef defnyddio ein gwybodaeth broffesiynol a dealltwriaeth wrth ymgymryd ag arfer (D.S. dyma'r arfer anoddaf i'w ddatblygu)*
- *Adfyfyrio ar waith – edrych nôl yn wrthrychol er mwyn dysgu o sefyllfa ac ein paratoi at sefyllfaoedd y dyfodol*

(Based on/Wedi'i seilio ar Schön, 1983)



Employment and Entrepreneurship Skills

Sgiliau Cyflogaeth ac Entrepreneuriaeth

- A key part of personal development planning is identifying the skills that we have and those that we need to improve our practice and prospects
- Acknowledged by the Quality Assurance Agency for Higher Education (QAA) who state that, whilst there is not a direct link;
- there is an overlap between the broad set of skills, attributes and competencies that contribute to graduate employability and the characteristics of Enterprise and Entrepreneurship
- Rhan allweddol o gynllunio datblygiad personol yw adnabod y sgiliau sydd gennym a'r rheiny y mae eu hangen arnom er mwyn gwella ein harfer a'n rhagolygon
- Cydnabyddir hyn gan yr Asiantaeth Sicrhau Ansawdd ar gyfer Addysg Uwch (ASA) sy'n dweud, er nad yw'n gyswllt uniongyrchol; bod yna orgyffwrdd rhwng y set sgiliau cyffredinol, rhinweddau a medrau sy'n cyfrannu at gyflogadwyedd graddedigion a rhinweddau Mentergarwch ac Entrepreneuriaeth



Group Task: Employability Skills

- Discuss what skills you think make you more employable.
- *Trafodwch ba sgiliau rydych chi'n meddwl sy'n eich gwneud yn fwy cyflogadwy.*
- Feedback to the class.
- *Rhowch adborth i'ch Tiwtor.*



The Quick Break

Why Entrepreneurship?

Pam Entrepreneuriaeth?

- “Entrepreneurship [...] is defined as the application of enterprise behaviours, attributes and competencies into the creation of cultural, social or economic value”.
- “This can, but does not exclusively, lead to venture creation”.
- “Entrepreneurship applies to both individuals and groups (teams or organisations), and it refers to value creation in the private, public and third sectors, and in any hybrid combination of the three”.
- *“Diffiniad Entrepreneuriaeth [...] yw cymhwysiad ymddygiad, rhinweddau a medrau mentergarwch i greadigaeth gwerth diwylliannol, cymdeithasol neu economaidd”.*
- *“Gall hyn, ond nid bob tro, arwain at greu menter”.*
- *“Mae entrepreneuriaeth yn berthnasol i unigolion a grwpiau (timau neu sefydliadau), ac mae’n cyfeirio at greu gwerth yn y sectorau preifat, cyhoeddus a thrydydd sector, ac mewn unrhyw gyfuniad o’r tri”.*



Group Task:

Entrepreneurship | Entrepreneuriaeth

Discuss the following questions

1. Who or what is an entrepreneur?
2. How do people become entrepreneurs?
3. What is the role of entrepreneurship in society?

Feedback to the class.

Trafodwch y cwestiynau a ganlyn

1. *Pwy neu beth yw entrepreneur?*
2. *Sut mae pobl yn dod yn Entrepreneuriaid?*
3. *Beth yw rôl entrepreneuriaeth mewn cymdeithas?*

Rhowch adborth i'r Tiwtor.

(Based on/Wedi'i seilio ar Rae, 2007)



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Worksheet: Entrepreneurship Self-assessment

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Entrepreneurship Capabilities

Medrau Entrepreneuriaeth

- Rae lists the following entrepreneurship capabilities
- *Mae Rae yn rhestru'r medrau entrepreneuriaeth a ganlyn*
- Personal organisation
- *Trefnusrwydd personol*
- Interpersonal interaction
- *Rhyngweithio rhyngpersonol*
- Investigating opportunity
- *Cyfle i archwilio*
- Applying innovation
- *Cymhwyso arloesi*
- Strategic venture planning
- *Cynllunio menter strategol*
- Market development
- *Datblygu marchnad*

(Based on/Wedi'i seilio ar Rae, 2007)



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Worksheet 2: Entrepreneurship self assessment/
Taflen waith 2: Hunan-asesiad Entrepreneuriaeth

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Entrepreneurship Capabilities

Medrau Entrepreneuriaeth

- Whilst Rae focuses on entrepreneurship for business we have seen that the QAA believes that these capabilities are also valuable in the Public and Third sectors
- *Er bod Rae yn ffocysu ar entrepreneuriaeth ar gyfer busnes rydym wedi gweld bod yr ASA yn credu bod y medrau hyn hefyd yn werthfawr yn y sector Cyhoeddus a'r Trydydd Sector*

What do we mean by the Public Sector and the Third sector?

Beth yw ystyr y Sector Cyhoeddus a'r Trydydd Sector?



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Other forms of Entrepreneurship

Mathau eraill o Entrepreneuriaeth

- The QAA goes on to define three, relatively new, forms of entrepreneurship that may have a relevance for your chosen programme of study, namely
- *Mae'r ASA yn mynd ymlaen i ddiffinio tri math, cymharol newydd, o entrepreneuriaeth a allai fod yn berthnasol i'ch dewis raglen astudio, sef*
- Social Entrepreneurship
- Green entrepreneurship
- Digital entrepreneurship
- Intrapreneurship
- *Entrepreneuriaeth Gymdeithasol*
- *Entrepreneuriaeth Werdd*
- *Entrepreneuriaeth Ddigidol*
- *Intrapreneuriaeth*



Third sector

(National Audit Office)

Organisations that are neither public sector nor private sector.

- Includes voluntary and community organisations (both registered charities and other organisations such as associations, self-help groups and community groups), social enterprises, mutuals and co-operatives.

Generally:

- Independent of government.
- 'Value-driven - motivated by the desire to achieve social goals, rather than the desire to distribute profit
- Reinvest any surpluses generated in the pursuit of their goals.
- Sometimes called 'not-for-profit organisations'.
- A better term is 'not-for-personal-profit'.
- In many cases, TSOs need to make surpluses (or 'profits') to be financially sustainable



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Social Entrepreneurship

Entrepreneuriaeth Gymdeithasol

- **Social entrepreneurship** is where entrepreneurial ventures are driven by solving social or cultural issues, as opposed to financial gain or profit.
- **Entrepreneuriaeth gymdeithasol** yw lle caiff mentrau entrepreneuraidd eu gyrru drwy ddatrys materion cymdeithasol neu ddiwylliannol, yn hytrach na budd neu elw ariannol.

What examples of social entrepreneurship can you think of?

Pa enghreifftiau o entrepreneuriaeth gymdeithasol allwch chi feddwl amdanynt?



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(QAA/ASA, 2018, p./t.8)

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Green Entrepreneurship

Entrepreneuriaeth Werdd

- **Green entrepreneurship** is where environmental problems are explored to result in a net positive impact on the natural environment using sustainable processes.
- **Entrepreneuriaeth werdd** yw lle caiff problemau amgylcheddol eu harchwilio i arwain at effaith bositif net ar yr amgylchedd naturiol drwy ddefnyddio prosesau cynaliadwy.

What examples of green entrepreneurship can you think of?

Pa enghreifftiau o entrepreneuriaeth werdd allwch chi feddwl amdanynt?



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Digital Entrepreneurship

Entrepreneuriaeth Ddigidol

- **Digital entrepreneurship** is where digital products and services that are created are marketed, delivered and supported online.
- **Entrepreneuriaeth ddigidol** yw lle caiff cynnyrch a gwasanaethau digidol sy'n cael eu creu a'u marchnata, eu darparu a'u cefnogi ar-lein.

What examples of digital entrepreneurship can you think of?

Pa enghreifftiau o entrepreneuriaeth ddigidol allwch chi feddwl amdanynt?



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(QAA/ASA, 2018, p./t.8)

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Entrepreneurship continued:

Entrepreneuriaeth, parhad:

- Note: it is important to recognise that these entrepreneurial ventures will seek to become financially sustainable, in order to respond to the needs of their target audience(s).
- **Intrapreneurship** is the application of enterprise behaviours, attributes and skills within an existing micro or small business, corporate or public-sector organisation.
- Nodyn: mae'n bwysig cydnabod y bydd y mentrau entrepreneuraidd hyn yn ceisio bod yn gynaliadwy'n ariannol, er mwyn ymateb i anghenion eu cynulleidfa(oedd) targed.
- **Entrepreneuriaeth** yw cymhwysiad ymddygiad, rhinweddau a sgiliau menter o fewn micro fusnes neu fusnes bach presennol, sefydliad corfforaethol neu sector cyhoeddus.

Using your experience to 'sell' yourself

Defnyddio eich profiad i 'werthu' chi eich hun

- In the self-assessment that we looked at previously you were asked to think of examples from your own experience to support your assessment.
- Yn yr hunan-asesiad y bu i ni edrych arno ynghynt gofynnwyd i chi feddwl am enghreifftiau o'ch profiad eich hun i gefnogi eich asesiad.
- This is also a valuable technique to use in competency-based interviews
- Mae hyn hefyd yn dechneg gwerthfawr i'w ddefnyddio mewn cyfweiliadau seiliedig ar fedr



The STAR technique

Techneg 'STAR'

- This has been formalised as the STAR technique
- **Situation** – set the context for your example (e.g. what was happening, who was involved etc.)
- Mae hyn wedi'i ffurfioli yn dechneg STAR
- **Sefyllfa ('Situation')** – gosod y cyd-destun ar gyfer eich esiamp (e.e. beth oedd yn digwydd, pwy oedd yn rhan ayyb)

N.B. this is similar to the 'Description' phase of Gibbs' model that we discussed earlier

D.S. mae hyn yn debyg i gyfnod 'Disgrifiad' model Gibbs y bu inni ei drafod ynghynt



The STAR technique

Techneg STAR

- **Task** – what was required of you?, what were the expected outcomes for the situation?, what needed to happen?
- **Activity** – explain what you actually did, describe the steps that you had to take to solve the situation
- **Result** – what actually happened?, did you meet the outcomes?, what other benefits were there?
- **Tasg ('Task')** – beth oedd rhaid ichi ei wneud?, beth oedd y deilliannau disgwylledig ar gyfer y sefyllfa?, beth oedd angen digwydd?
- **Gweithgaredd ('Activity')** – esboniwch beth a wnaethoch, disgrifiwch y camau y bu'n rhaid ichi eu cymryd i ddatrys y sefyllfa
- **Canlyniad ('Result')** – beth a ddigwyddodd mewn gwirionedd?, a wnaethoch fodloni'r deilliannau?, pa fanteision eraill oedd yna?



The STAR technique some things to consider

Techneg STAR, rhai pethau i'w hystyried

1. Important to speak in specific rather than general terms and quantify your success.
 - Makes the story more interesting and they are more able to gauge your success”.
 - Nameless figures and undefined successes can make the answer feel less convincing.
- “Mae’n bwysig siarad mewn termau penodol yn hytrach na chyffredinol a meintoli eich llwyddiant”.
 - “O safbwynt gwrandäwr, mae hyn yn gwneud y stori’n fwy diddorol ac maent mewn gwell sefyllfa i allu mesur eich llwyddiant”.
 - “Gall ffigyrau dienw a llwyddiannau anniffiniedig wneud i’r ateb deimlo’n llai argyhoeddiedig”.



The STAR technique some things to consider

Techneg STAR, rhai pethau i'w hystyried

2. Likely to be many questions and interviewers have short attention spans, it's important to keep your answers concise.
- Convey the maximum achievement in the minimum time.
 - “Finally, it's important to finish on a positive note so the overall impression is strong”.
 - “Yn ail, gan ei fod yn debygol y bydd llawer o gwestiynau a dim ond rhychwant sylw byr sydd gan cyfwelwyr, mae'n bwysig cadw eich atebion yn gryno”.
 - “Cyflew'r cyrhaeddiad gorau yn yr amser lleiaf”.
 - “Yn olaf, mae'n bwysig gorffen ar nodyn positif fel bod yr argraff gyffredinol yn un gref”.

(Higgins, 2014)

**(Worksheet: Using the STAR Technique/
Taflen waith: Defnyddio Techneg STAR)**



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Keeping track of your Personal Development

Cadw cofnod o'ch Datblygiad Personol

- It is all very well taking part in Personal Development activities, but you also need a way of keeping track of what you have done.
- The Chartered Institute of Personnel & Development recommends that professionals keep a record of their CPD activities
- Mae'n un peth cymryd rhan mewn gweithgareddau Datblygiad Personol, ond bydd hefyd angen ffordd arnoch i gadw cofnod o'r hyn rydych wedi'i wneud.
- Mae'r Sefydliad Siartredig Personél a Datblygiad yn argymhell bod gweithwyr proffesiynol yn cadw cofnod o'u gweithgareddau DPP



Keeping track of your Personal Development

Cadw cofnod o'ch Datblygiad Personol

- The Dearing Report on Higher Education (1997) also made this point and the QAA has recommended that students should keep
- Gwnaethpwyd y pwynt hwn hefyd gan Adroddiad Dearing ar Addysg Uwch (1997) ac mae'r ASA wedi argymhell y dylai myfyrwyr gadw

“personal records of learning and achievements, progress reviews and plans that are used to clarify personal goals and can provide a resource from which material is selected to produce personal statements and CVs for employers, admissions tutors and others”.

“cofnodion personol o ddysgu a chyraeddiadau, adolygiadau cynnydd a chynlluniau a ddefnyddir i egluro goliau personol a gallant ddarparu adnodd y caiff deunydd ei ddewis ohono i gynhyrchu datganiadau personol a CVs ar gyfer cyflogwyr, tiwtoriaid derbyniadau ac eraill”.



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(QAA/ASA 2009, p./t.3)

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Personal Development Plan

Cynllun Datblygiad Personol

- This is a draft of a potential Personal Development Plan
- It is designed to help record all of the Personal Development opportunities that students can take advantage of
- You might want to use this to retrospectively record and PDP activities that you have taken part in to inform your future applications/CVs etc.
- Drafft yw hwn o Gynllun Datblygiad Personol posibl
- Fe'i ddyluniwyd i helpu cofnodi'r holl gyfleoedd Datblygiad Personol y gall myfyrwyr fanteisio arnynt
- Fe allwch ddefnyddio hwn i gofnodi'n ôl-syllol gweithgareddau CDP rydych wedi cymryd rhan ynddynt yn sail i'ch ceisiadau/CVs ayb yn y dyfodol.



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(Handout: Draft PDP/Taflen: CDP Drafft)
(Worksheet: Benefits of PDP)

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Suggested reading

Deunydd darllen a argymellir

As well as the reference list below you might also want to look at the following articles which can all be found via the Library search.

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